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ABSTRACT

In its third year of funding, Project VITAL (Volunteers In Training Act and Learn) was designed to provide literacy training to 500 librarians, coordinators, and volunteers working in literacy programs. Through the techniques of improvisational theater, structured scenarios were enacted dealing with illiteracy, women's concerns of domestic violence, and issues of the elderly, minorities, and persons with disabilities. After skits were presented, a facilitator encouraged trainees in the audience to discuss the specific problems with the scenario characters. A second component of the training was a workshop for library literacy staff and volunteers who were trained to use the techniques of improvisational theater. Staff training was provided to 849 persons in 9 states. Of the 214 training session evaluations returned at the 9 workshops, 184 rated the training excellent, and 23 rated it good. Training in the use of improvisational theater as an awareness technique, tutor training method, and teaching tool was provided to 114 literacy educators in 4 states. All but one of the evaluations rated the training excellent. (Attachments include the evaluation form and correspondence.) (YLB)

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ED339911

November 15, 1989

Project VITAL

FINAL FINANCIAL STATUS AND PERFORMANCE REPORT

Library Services and Construction Act, as amended P.L. 98-480

Submitted to:

Grants Officer
Grants and Contracts Service
400 Maryland Avenue, SW
Room 3653, ROB-3
MS 3335
Washington, D.C. 20202
Attention: 84.167 Final Performance Report

Library Literacy Program
Library Programs
US Department of Education
555 New Jersey Avenue NW
Washington D.C. 20208-5571
Attention: FY88 Final Performance Report

Grant Recipient:

Nashua Public Library
2 Court Street
Nashua, New Hampshire 03062

Person Preparing Report:

Arthur Ellison, Project Director
NH Department of Education
101 Pleasant Street
Concord, New Hampshire 03301

Grant Number: R167A80087

Grant Amount: $25,000.00

Grant Amount Expended: $25,000.00

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Office of Educational Research and Improvement
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Final Report
Narrative

In its third year of funding, Project VITAL (Volunteers In Training Act and Learn) was designed to provide literacy training to 500 librarians, coordinators and volunteers working in literacy programs. Through the techniques of improvisational theater, structured scenarios were enacted which dealt with the issues of illiterates, women's concerns of domestic violence, apartment evictions, the issues of the elderly, minorities and the handicapped. After skits were presented a facilitator encouraged the trainees in the audience to discuss the specific problems with the scenario characters including the characters' feelings, motivations and problems encountered in the skits. With this technique problem solving became more relevant as the trainees talked with the characters as "real" people with "actual" problems. A second component of the training included a workshop for library literacy staff and volunteers who were trained to use the techniques of improvisational theater.

This Project continued to be a model of coordination. It was sponsored by the Nashua Public Library, 2 Court Street, Nashua, NH 03060. A trustee of the library who serves as the Nashua area volunteer tutor coordinator for the Nashua Adult Learning Center was also involved in the initiation and implementation of this Project. The training technique was originally developed by a coalition of thirteen Northern New England adult education practitioners including four adult educators representing the State Departments of Education in Maine, New Hampshire and Vermont.

Three persons served as directors for this Project: Dr. Art Ellison, Director, Office of Adult Basic Education, 101 Pleasant Street, Concord, NH 03301, (603-271-2247), Jennifer Howard, Consultant, Adult Basic Education,

Vermont Department of Education, Montpelier, VT 05602, (802-828-3131), and Marti Stevens, Director, Somerset County Basic Skills, RFD 4, Box 8130, Skowhegan, ME 04976, (207-474-7175). The Nashua Adult Learning Center, 4 Lake Street, Nashua, NH 03060, (603-882-9080), served as the fiscal agent.

Evaluation of Plan of Action

The goal of this project was to provide training to librarians and literacy volunteers by using improvisational theater as a technique to focus on the issues and problems of illiteracy, its impact on the illiterate individual, family members, work and society as a whole.

There were two objectives. The first -- Objective A -- stated: 500 literacy staff and volunteers will increase their awareness of the strong interrelationship between social issues and the illiterates' learning process.

Staff training with literacy theater presentations was provided in the following states:

Date	Location	Number of Participants
November 10, 1988	Literacy Workshop St. Paul, Minnesota	38
November 16, 1988	Wisconsin Adult Literacy Conference Oshkosh, Wisconsin	200
November 24, 1988	New England Regional Library Conference Sturbridge, Massachusetts	48
March 16, 1989	Georgia Library Directors' Conference Jekyll Island, Georgia	48
May 1, 1989	Library Literacy Workshop Phoenix, Arizona	17
May 3, 1989	New Mexico State Literacy Coalition Albuquerque, New Mexico	85
June 9, 1989	Ohio Literacy Conference Columbus, Ohio	150

June 10, 1989	North Carolina Literacy Coalition Boone, No. Carolina	93
July 7, 1989	State Adult Basic Education Conference Knoxville, Tennessee	175

The objective to reach 500 persons was exceeded; 849 people participated in the first component of the training, an increase of seventy percent.

Primary evaluation was based on the training session evaluation forms completed by the participants at the end of each session. These forms which follow on pages 11 & 12, were compiled and reviewed by the directors to assess the effectiveness of their presentation. After the majority of training sessions the acting group met to evaluate the training and make changes based on the trainees' evaluations with the aim of improving the group's training sessions and of insuring their relevance for library staff and literacy workers.

Eight hundred and forty-nine persons attended the first workshops or general sessions and the evaluations compiled for this year's grant exhibit the extent of involvement of the conference attendees and their increased awareness, interest and new found or re-energized commitment to solving the problems of illiteracy. Of the 214 evaluations returned at the nine workshops, 184 people rated the training excellent, 23 rated it good and 5 rated it fair and 2 rated it poor.

The following list is representative of the comments written by the workshop participants to the evaluation form question -- What did you learn from the presentation which will help you to provide literacy services?

Problems are the same all over.

Literacy givers should be trained in other areas of social services.

Be more organized and patient.

If you can discuss your situation with others in confidence, you can get several viable alternatives.

As a trainer I need to tell tutors about referral services.

I was already aware of all issues. The battered woman piece hit home. Yesterday a tutor came to me and asked what to do -- her student's fiance says she can no longer leave house for tutoring. I told her to tell student we had a policy against tutoring in home. I don't want my tutors in danger. I didn't know what else to say. Student has already been referred to shelter.

Great humor to get across excellent points of difficulty inherent in literacy teaching.

To remember to have a heart. Remember to work together with people.

Made me think about workplace literacy.

Sometimes I am so intent on covering material that I don't realize there are other things simmering underneath.

We need to cooperate and we need to educate our community.

More understanding of what tutors and students go through.

Creativity, sensitivity, planning. To get priorities in order. Student is number one.

There is more than one way to settle a problem.

Informing the public and librarians about illiteracy is very important.

Made me examine my attitudes and actions.

All scenarios showed real life things that go on. You're able to understand these problems better.

That we learn and laugh.

I will try to make my staff more considerate.

Go beyond the mundane. Look for creative approaches. We do good job providing service but we need to go further.

We must seek a sensitive approach to illiterate patrons. We must seek an approach that will illicit that he needs special reading material.

Ironically it was during the administration/school board one--I made a note to invite my boss to sit and observe and interact with my students (for deeper appreciation).

Immediacy of drama.

I learned the importance of building a relationship with the librarians who will serve my students.

I became very sensitized to tone of voice and really creating a sincere welcoming presence even though you are busy.

Got more of a feeling on how to talk to those who need assistance.

Never to simply assume literacy.

In answer to the question -- What conflicts have you encountered in teaching situations which might make good learning scenarios? -- workshop participants responded:

Maybe a scene where a tutor is confusing a student because of uncertainty about teaching materials/techniques.

A young man who wanted to stop classes. His girl friend didn't want him to take the class. Turned out she was afraid he wouldn't need her anymore.

I'm too old to learn.

ESL students of different language backgrounds/cultures in conflict over appropriate classroom behavior.

Depression - discouragement of inmates in prisons.

Coordinating tutor/student schedules in order to accomplish the Literacy Council goal.

Develop some skits geared toward collaboration between libraries, literacy councils, community colleges and local businesses.

Our library registers voters. I had one case where two people came in to register and one obviously could not read. The friend apparently filled out the form and the illiterate person was able to sign it. I realized that this was a person that needed our services but was unable to think of a tactful way to broach the subject. I might add that the two people were very discreet. The only way I realized that my suspicions were correct was that the printing on the two forms was identical.

For librarians --how materials should be made available.

It came out loud and clear. that most of the time they were too embarrassed to seek help on their own. How can a library reach out to them. The traditional printed route is useless.

Add one re. inadequacy of hi-low materials in public library collection for adults.

Parents who cannot deal with school forms.

How do you deal with a student who needs a bath....a shampoo and his clothes washed....

We've had students arrive under the influence of alcohol or drugs -- not able to concentrate well and eager to leave early.

Working with a chemically dependent student

Working with the student who thinks he knows everything.

Assuming student knew more than he did and making unreasonable assignments and setting umrealistic goals.

I learned to look beyond someone's reluctance to approach authority and consider possibilities such as reading problems.

Theater can be used as a vehicle for creating community awareness. That we should attempt some dramatic presentations ourselves.

The library patron who asks for a person to help her pull the book she needs because she "left her glasses at home," but we can find someone to do this. She also asks us to write down the call numbers and refuses to use our computer catalog because she doesn't like computers and can't see the screen anyway and she can't type.

The scenario and discussion issues that the participants valued most continued to include a literacy tutor working with a battered woman and a student attempting to enroll in an adult education program. The audience discussions involved the tutor's responsibility to the students and the variety of ways different educators could approach these issues.

At one conference in St. Paul Minnesota, the workshop leader collected and compiled her own evaluation. This is attached as Attachment A. The results and comments were representative of the enthusiastic responses received throughout the grant. In Minnesota 24 out of 25 respondents listed how they would apply what they had learned during the workshop. Letters of appreciation are included in this report as Attachments B,C,D,E,F,G,H.

The second objective of the project stated: <u>100 illiteracy educators will be able to use improvisational theater as an awareness technique, tutor training method and teaching tool. They will be able to train others in their area to use this method.</u>

Training was provided to a total of 114 persons in the following states:

Date	Location	No. of Participants
November 10, 1988	St. Paul, Minnesota	26
November 16, 1988	Oshkosh, Wisconsin	25
May 3, 1989	Albuquerque, New Mexico	33
July 7, 1989	Knoxville, Tennessee	30

This objective to provide training exceeded serving the anticipated number by fourteen persons.

The objective to train others in other states to use this method was met in Minnesota this grant period. States which have established their own training groups because of the grant's training in previous years include Colorado, Oregon and Connecticut. Iowa has training in place because a trainer traveled to Minnesota to do the training provided by this grant. Please see Attachment H.

All but one of the evaluations rated the training excellent; Participants reported that the skills they acquired during the training included:

> Increased comfort level in planning and presenting improv.
>
> Acquired the "want to" of participating in such scenarios.
>
> I attended the case study and the discussion gave me ideas for possible projects in my community.
>
> I'd like to try it with local staff.
>
> Acting out a word or a phrase.
>
> The value of interaction, observation.
>
> Learned a little of how to set up situations through improvisational acting and not a lot of time for scripts. It seemed like people could get quickly into their parts and share their feelings.
>
> I learned to see a problem in several different perspectives -- not just from the teacher's point of view. I could use it for sensitivity training for community administrator and "the educated".

Knowledge of acting techniques. Awareness of how willing people are to participate and enjoy the process.

How to focus and maintain a role.

Understanding the problems faced by teachers and students.

Guts!!!

Good warm-up techniques that help break down nervousness and self-consciousness and help build group cohesion.

Looseness, openness, team spirit

What to say when intervention is needed or might be needed.

Exercises in theater concentration.

I had great admiration for the spontaneity and role acting abilities in the group.

Respondents to second evaluation question -- Do you feel you could use this improvisational technique with illiterate students, volunteers or library staff? -- answered:

I don't know about with students. Certainly with volunteers, staff and boards.

I'd like to try.

Yes, they can then see they have other abilities even if they can't read well.

I'm not sure about using is with students. It would take an unusually high trust level. I could see using it for sensitivity training for community administrators and the "educated."

Definitely

Yes

Absolutely

Yes, and many others besides.

Yes, I plan to use it soon.

Yes, with a friendly group.

I think it would be great to use with students also community groups for awareness raising.

Yes -- with staff and students also with groups of kids in various situations they are faced with.

Additional comments to the question "Will you train others to use this teaching method?" responses varied from "yes definitely" to "could" to "not yet".

All evaluations are on file at the New Hampshire State Department of Education, 101 Pleasant Street, Concord, NH 03301, in the Office of Adult Basic Education.

Six to seven people traveled to each conference to do the social action theater for workshop participants. These were representatives of a group of 25 trained people from Maine, New Hampshire and Vermont who participated. The participants this year included:

Patricia Nelson
ABE Director
Second Start
17 Knight Street
Concord, NH 03301

Jennifer Howard, Consultant
Adult Basic Education
Vermont Department of Educ.
Montpelier, VT 05602

Vicki Ball
ABE Worker
255 Dutton Dist. Road
Springfield, VT 05156

Karl Bergeron
Alternative School Teacher
Cranmore Ridge, Apt. B-59
Concord, NH 03301

Louise Wright
Home Tutor
RD 4, Box 770
Enosburg, VT 05450

Marti Stevens
ABE Director
RFD 4, Box 8130
Skowhegan, ME 04976

Roger C. Green, Jr.
Adult Education Teacher
Box 95
No. Waterford, ME 04267

Harry Grant
16 Middle Street
Westbrook, ME 04092

Linda Hall
Department of E&T
Green Mountain Drive
Montpelier, VT 05602

Judy Green, Director
Oxford Hills Adult Education
Main Street
South Paris, ME 04281

Roxana MacMartin
Home Tutor
12 Vine Street
Northfield, VT 05663

Keith Howard, Director
Alternative High School
Nashua Adult Learning Center
4 Lake Street
Nashua, NH 03060

Phyllis Wilcox
ATP Coordinator
P.O. Box 317
Bradford, NH 03221

Muriel Shaw
ATP Coordinator
24 Elliott Street
Nashua, NH 03060

Robert Crotzer, Consultant
Adult Basic Education
Department of Education
State House Station 23
Augusta, ME 04333

Hank Lunn, Consultant
Educational and Career Planning
Human Resource Development
Rt. 52, RFD Box 4170
Camden, ME 04843

Tess Marts
ATP Coordinator
Manchester Skill Center
530 South Porter Street
Manchester, NH 03103

Art Ellison, Director
Adult Basic Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dorothy Oliver, Consultant
Adult Basic Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Marti Stevens, Director of an ABE program in Skowhegan, Maine attended and moderated all the scenario workshops. She also facilitated all the second workshops for training participants.

There were no major revisions from the original proposal made in this program. The impact of the training reached over 800 persons in nine different states increasing their awareness of the myriad of issues that surround the illiterates with whom they work. The budget narrative follows on page 12.

BUDGET NARRATIVE

LIBRARY LITERACY GRANT EXPENDITURES 1988

	TRAINER	PLANNING	STIPENDS	FD&ACCOM.	TRAVEL	INDIRECT	
St. Paul Minnesota	300.00		200.00	226.62	2082.04		2808.66
Sturbridge Massachusetts			100.00		7.56		107.56
Knoxville Tennessee	300.00		350.00	975.05	2624.22		4249.27
Columbus Ohio	300.00		100.00	207.67	1233.47		1841.14
Arizona New Mexico	600.00	150.00	400.00	1156.06	2963.35		5269.41
Jekyll Is	300.00		200.00	695.99	2280.57		3476.56
Oshkosh Wisconsin	300.00		300.00	488.95	2743.42		3832.37
Boone N. Carolina	300.00		400.00		715.03		1415.03
TOTAL	2400.00	150.00	2050.00	3750.34	14649.66	2000.00	23000.00
PROPOSED BUDGET	2700.00	750.00	1800.00	3600.00	14150.00	2000.00	25000.00
PERCENT OF BUDGET	0.89	0.20	1.14	1.04	1.04	1.00	1.00

Planning costs were less than preceding grants. Planning was done on the day of performances with the current participants rather than bringing everyone together for a whole day planning session. This decrease in stipend expenditures for planning offset the 14% increase in stipend expenditure for workshop trainers. Food and accommodations as well as air travel were within 4% of the proposed budget amount.

ATTACHMENT A

EVALUATION

LITERACY WORKSHOP WITH THE NORTHERN NEW ENGLAND ADULT EDUCATION/SOCIAL ACTION THEATER

November 10 1988

Please circle the appropriate number after each question.

	Excellent				Poor
1. The content of this workshop was	5	4	3	2	1
	(25)	(1)	(0)	(0)	(0)
2. The effectiveness of the presentation was	5	4	3	2	1
	(25)	(1)	(0)	(0)	(0)

3. I participated in the:

Theater training (24)
Small group examination of case studies (2)

4. How will you apply what you learned today?

- Unsure--helped me think through ramifications of some real life situations. Perhaps could use it in training session, or in presentations before groups (instead of lecture format.)
- Starting next week at the teacher staff meeting and in every aspect of my outreach job.
- Incorporate 30 minute video and some of what I learned in State Training Jan.-Feb.1989
- The scenarios from the morning will be used to show what problems and needs exist even for employed people.
- Take it back to use in my job with my staff and others I work with!
- MN-LTN Training Facilitator presentation at the Teleconference; local staff development.
- Inform more school officials of program hopefully get something going in Minneapolis or Westonka ; more total person help.
- Too soon for a volunteer to use other than for self and future use.
- Hopefully inspire a willing group of teachers at home.
- More sensitive to the many needs of adult learners. I like the idea of having adult learners speaking for the programs at school boards and with legislature.
- Hopefully be more sensitive.
- I hope to use it for some LTN activities.
- I will use the technique in group training.
- In as many ways as a I possibly can! It works!
- Join the MN Theater Group.
- Use for outreach. General opening of mind.
- I'd like to be able to do this sort of thing with various community groups for awareness raising. Also, I'd like to perform them for and with students--I think they should have input.
- I will be more sensitive to adult education issues.
- Individual tutoring.

•I think this would be wonderful for workshop training and public awareness.
•Use in publicity efforts and teacher training.
•In the classroom I will try to supplement learning by lecture with learning by observing characters in skit.
•At a meeting with business reps.
•In LWR training workshops and civic group presentations.
•?
•Outreach; increased sensitivity.

5. What was the greatest strength of this workshop?

•Participator's setting.
•Positive encouragement, being able to bring out abilities at play activity--but focus always being on how that could help student, what were ramifications etc.
•It was so personable.
•Doing it ourselves.
•The group is "all for one and one for all"--it really pulled us together.
•It was "hands on" experiential.
•Participation after demonstration.
•Great down home acting.
•It was all great.
•The method, the means, and the personalities.
•Awareness--It was great to see real life situations in action and be able to observe all the different perspectives. I really liked having people stay in character to answer questions.
•The N.E. group was excellent in pacing involvement and drawing everyone in.
•It helps to share common problems.
•Being experiential.
•The camaraderie that was developed--great skill building.
•Ability to go many directions.
•The energy and creativeness of everyone here!
•Participation in the scenarios.
•Various scenes concerning students' frustrations in everyday experience.
•Participation and a great group of people.
•The experiential.
•Immediacy of theater--when your emotions are involved you learn well.
•Presenting a reality in a way that was easily understood.
•Make real life situations real for the uninformed and unbelieving.
•Making the dynamics of low literacy so visible in so many contexts. I would guess that most people have encountered some of the people portrayed.

6. What was the greatest weakness of the workshop?

•No significant weaknesses noted.
•None
•I'd love more library scenarios--although all scenarios apply to libraries.
•Not enough time.
•A little more "how to" for involving people who were not here.
•Too short.
•No weaknesses.
•Too short. Would like to have taken more time in setting up the scenarios--but not taken away from anything else.
•I think the "Minnesota" stories didn't give the adult learners enough credit. It is hard for them to come to the programs.

•I didn't see a weakness.
•The questions pointed out solutions, but not much time could be spent on them.
•None spring to mind!
•None.
•Not enough discussion on how to apply it.
•None observed.
•I don't think there was a weakness.
•Lunch.
•Hard to find parking. I don't mind parking a long distance away and walking but I would like to be forewarned to allow extra time.
•Not long enough.
•The 11-12 segment--perhaps it was just difficult for me to participate.
•Options for people totally uncomfortable with theatrics--I had no idea that so much participation would be included in this day--although I appreciate the abilities of others to assume roles, it is extremely painful for me. My inability made me feel excluded--probably as a person with poor literacy skills may feel excluded and foolish and stupid.

7. Please give us ideas for future workshops and seminars:

•Keep it up.
•Continue more activities that business, industry and the general public can relate to, not just lectures and statistics.
•How to work with these tools in ABE classrooms for problem solving skill building.
•Keep up the good work!
•This was terrific--liked the way it built.
•Develop a Minnesota group to give future workshops--summer intensives
•Attempt to attract more voluntary tutor's for longer sessions.
•More on chemical dependency--and teacher techniques with unmotivated students.
•Announce to a class of 9th graders, "I am a substitute teacher and I will be taking this class to the library to find a book. A punk with a mohawk says, "What if you can't read?" When we get to the library he finds biographies of Adolf Hitler and concentrates on freaking out on the leather and boots.
•Include one on hygiene, and suicide (difficult to deal with situations.)

COMMENTS:

•Super-thanks!
•So glad you got it together.
•Thank you! It was terrific!
•Thanks! Thanks! Thanks!\
•Thoroughly enjoyable--continued success.
•Good workshop. I never nodded off. Lots of participation.
•Thank you.

ATTACHMENT B

State of Arizona
DEPARTMENT OF LIBRARY, ARCHIVES AND PUBLIC RECORDS
SHARON G. WOMACK
Director

LIBRARY EXTENSION DIVISION
STATE CAPITOL
1700 W. Washington
Phoenix, Arizona 85007
Phone: (602) 542-5841
FAX: (602) 256-6372
1-800-255-5841

TONY MIELE
Division Director

May 11, 1989

Dorothy Oliver
N. H. Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Dorothy:

Thank you so much for helping to make the 1989 State Library of Arizona Literacy Workshop a smashing success. I was so glad that you were able to double dip and present two programs in two days. The Mountain Plains Adult Education Conference was truly lucky to have you in our state at the same time as our workshop.

Your presentation did so much more than all the facts and figures which our afternoon speakers quoted. The audience really felt what it was like to be illiterate. We grappled with what we would do in certain situations and the interactive portion helped us to begin to deal with the issue. Thank you for the opportunity you gave us to do this.

I am grateful that you took the time out of your busy schedule to come to talk to selected librarians in the state. While there were not as many people in the audience as I had hoped, all but one participated in the program and many spoke to me afterward saying that your session was the best they had ever seen.

For your files, I am sending you a copy of the workshop evaluation.

Charlie has started to edit the morning session and hopes to be done in the next few weeks. As soon as it is available, I will send Art Ellison a copy. In the mean time I am sending each member of the troupe a consent form, which we need to have before we can send the tape.

My thanks to you for your contribution to the upgrading of information on literacy efforts to the librarians in Arizona.

Sincerely,

Beth

Beth Ellen Woodard
Program Consultant

BE/gh

Enclosure

An Equal Opportunity Employer

ATTACHMENT C

NEW MEXICO COALITION FOR LITERACY

MAY 2 2 RECT

May 12, 1989

Dottie Oliver
New Hampshire Dept. of Education
101 Pleasant St.
Concord, NH 03301

Dear Dottie:

On behalf or the Board and membership of the New Mexico Coalition for Literacy, I want to thank you for the outstanding performance and training program you all presented to us in New Mexico. The feedback we have been receiving has been overwhelmingly positive. The amount of energy that was generated from both the performance and the training program was amazing.

We have already sent out letters to those individuals who expressed an interest in developing a Social Action Theater in New Mexico. We are hopeful that we can get the ball rolling very soon.

Again, thank you for adding New Mexico to your agenda.

Sincerely,

Patricia Felix

Patricia Felix
Executive Director

PF/jr

P.O. Box 6085 • Santa Fe, NM 87502-6085 • 1-800-233-7587

ATTACHMENT D

Ohio Literacy Network

1500 West Lane Avenue • Columbus, Ohio 43221 • Telephone 614-486-7757

June 16, 1989

Mr. Art Ellison
New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire 03301

Dear Mr. Ellison:

On behalf of The Ohio Literacy Network, I wish to express our gratitude to the Northern New England Adult Education/Social Action Theater Group for their participation in the third statewide Ohio Literacy Conference. Their performance contributed greatly to the success of the conference.

The dramatizations offered the audience the rare opportunity of receiving education through entertainment. The combination was extremely effective in pointing out the problems of illiteracy and involving the audience in seeking methods of solution. This type of role-playing illustrates the difficulties resulting from illiteracy far more clearly than speeches can ever convey. The delegates considered the players' contribution a highlight of the conference.

We thank you for sharing with us the time, the talent, and the insight of this outstanding group.

Sincerely,

Valerie B. Kuhnheim

Valerie B. Kuhnheim
Administrative Coordinator

ATTACHMENT E

KEENE PUBLIC LIBRARY

60 WINTER STREET, KEENE, NH 03431 603/352-0157

November 30, 1988

Mr. Art Ellison
Supervisor
Office of Adult Basic Education
101 Pleasant St.
Concord, NH 03301

Dear Art,

I wish to thank you for participating in this fall's New England Library Association Conference. The literacy program was very effective and I was pleased that so many who attended had not previously seen the theatre's presentation.

I apologize for this belated appreciation on behalf of the Association. An unexpected staff shortage, and the demands of writing a LSCA Title VI grant (mailed November 18th), are my weak excuses for the delay.

The New England Library Association owes you a debt of gratitude. The rigors of preparing a program are demanding while the monetary compensation is small. We all benefited from your willingness to share your experiences. Again, thank you for taking part in NELA.

Sincerely,

Nancy

Nancy Vincent

NV/ph

ATTACHMENT F

CALL ...to action

Community Alliances for Literacy and Learning

P.O. Box 4004
College of St. Thomas
2115 Summit Avenue
St. Paul, Minnesota 55105
(612) 647-5471

November 14, 1988

Mr. Art Ellison
Director, Office of Adult Basic Education
101 Pleasant Street
Concord, NH 03301

Dear Art,

A million thanks for travelling to Minnesota to share your talents and expertise with all of us at the workshop. It was an incredibly valuable day for everyone involved. The evaluation rated the "experience" as excellent. I was actually surprised to see that so many people planned to apply what they learned back in their home communities. I've enclosed a summary list of all the evaluations so you can see all the comments.

Your group was truly wonderful! And I want you to know that several people commented on the Superintendent. They said you played that role so well that it was like real encounters they'd had.

I certainly hope that somehow in the course of things I have the chance to work with you and/or your group again. Planning for the day was absolutely a pleasure - your spirit of cooperation and enthusiasm come across so clearly over the phone that I was really excited for the day to come!

You can imagine my delight in working with all of you in person.

Your work is so very valuable and the creativity involved is very refreshing. Thank you again . If you ever have occasion to stop in St. Paul or Minneapolis again, please be sure to contact me. I'd love to give you a tour and treat you to the real Minnesota landmarks - that goes for your compatriots as well.

Regards,

Sherry Lampman

Sherry Lampman
Project Coordinator

SL:fe
Enc

A project sponsored by the Minnesota Community Education Association and Minnesota Library Foundation

ATTACHMENT G

GEORGIA
DEPARTMENT
OF EDUCATION

Division of

PUBLIC
LIBRARY
SERVICES

First Floor
156 Trinity Avenue, S.W.
Atlanta, Georgia 30303-3692
(404) 656-2461
FAX # (404) 656-7297

JOE B. FORSEE
Director

MAR 2

March 22, 1989

Ms. Dorothy W. Oliver, Consultant
Adult Basic Education Office
New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire 03301

Dear Dorothy:

We really appreciated having you at the directors' meeting last week. The comments I have heard indicate that the directors found it an informative and consciousness-raising experience. I am sending two evaluation forms that were received after you left.

If possible, we would like to see copies of the evaluations you took with you, since this was an unusual type of program and very different from what we usually have at the directors' meetings. I believe it was a positive experience for everyone and we are glad Title VI funded it for you!

Sincerely,

Diana Ray Tope

Diana Ray Tope
Deputy Director

DRT:md
Attachments

ATTACHMENT H

CALL ...to action

Community Alliances for Literacy and Learning

P.O. Box 4004
College of St. Thomas
2115 Summit Avenue
St. Paul, Minnesota 55105
(612) 647-5471

May 1, 1989

Mr. Art Ellison
Office of Adult Basic Education
101 Pleasant St.
Concord, NH 03301

Dear Art,

Greetings! I thought you'd enjoy an update on the fantastic Minnesota actors. You must have done a great job in your training! Since February, there have been improvisational players at ten events from community forums to training conferences. (These are only the ones that I know about; rumor has it that there have been other spinoffs as well.) One of the groups has prepared a cable TV program, and there are several big events scheduled for May and June.

We all remain grateful for the training you and your colleagues provided. I hope you will continue your efforts.

Sincerely,

Sherry Lampman

Sherry Lampman

MAY 3 - 1989

A project sponsored by the Minnesota Community Education Association and Minnesota Library Foundation

Charles H. Marston
COMMISSIONER

Douglas H. Brown
DEPUTY COMMISSIONER

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
HELP LINE TDD RELAY
225-4033
1-800-992-3312

Paul A. Fillion, Ed.D
DIVISION OF INTRUCTIONAL SERVICES
STATE OFFICE PARK SOUTH
101 PLEASANT STREET
CONCORD 03301

Tel. 603-271-2247

March 11, 1991

Kathy Thomas
Grant Specialist
ESBER Branch
Grants Division
Grants and Contracts Service
U.S. Department of Education
Washington, DC 20202-4729

Dear Ms. Thomas:

Enclosed please find a copy of the Final Report R167A80087 that was send November 15, 1989. The receipt is signed by Carol Cameron on November 21, 1989. I hope this satisfies your requirements.

Sincerely,

Art Ellison
NH Office of Adult Basic Education

AE:jc
Enclosures: Copy - Final Report R167A80087
Copy - Domestic Return Receipt
Certified Mail Receipt
U.S. Post Office

MAR 15 1991

EQUAL OPPORTUNITY EMPLOYER — EQUAL EDUCATIONAL OPPORTUNITIES

UNITED STATES DEPARTMENT OF EDUCATION MAR 1 1991

OFFICE OF MANAGEMENT

R167A80087
Nashua Public Library
2 Court Street
Nashua, NH 03060

Dear Recipient: ATTN: Arthur Ellison (PD) & Clarke Davis (CR)

On 12-14-90, we notified you that reports (indicated below) for your grant, for the above-referenced PR/Award number, were overdue. Since the completion of required reports is necessary for your organization to maintain unconditional eligibility to receive awards from this Department, it is important that you complete all outstanding reports immediately. For your convenience, we have enclosed another copy of form SF269. ALL REPORTS MUST BE SUBMITTED WITH AN ORIGINAL AND TWO COPIES AND THE PR/AWARD NUMBER MUST APPEAR ON EACH.

	REPORT	DUE DATE(S)
____	Interim Financial Status Reports (SF269)	_____
____	Final Financial Status Report (SF269)	_____
____	Interim Performance Reports	_____
✓	Final Performance Report	12-30-89

Once again, if you are completing SF269s, be sure to include the accounting information shown in Block 8 of the Grant Award Notification document and the signature of the person authorized to transact financial affairs for your organization. If completing your Final Financial Status Report, please keep in mind that the report is cumulative and must account for all budget periods. To help you reconcile your records and to complete line 10 of the form, please note that our records show that a total of n/a in Federal funds has been authorized under this award.

If you are completing Interim or Final Performance Reports and need guidance regarding the information it should contain or the format of its presentation, please contact your program officer. See Block 3 of your Grant Award Notification for your program officer's name and phone number.

We want to emphasize the importance of sending this information immediately so that we can register your compliance with Federal reporting requirements. Please send all documents to my attention at:

ESBER Branch
Grants Division, Grants and Contracts Service
U.S. Department of Education
Washington, D.C. 20202-4729

If you have any questions, please telephone me directly on (202) 708-8658.

Sincerely,
Kathy Thomas

Grant Specialist

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT
Library Programs/Library Development Staff

(202) 357-6315

December 20, 1989

Mr. Arthur Ellison, Project Director
NH Department of Education
101 Pleasant Street
Concord, New Hampshire 03062

Dear Mr. Ellison:

Thank you for sending the report indicated below. If additional information is needed after our review, we will contact you.

	Fiscal Year	Program Title	Grant Number
Final Performance Report	1988	LSCA VI Library Literacy Program	R167A80087

Your cooperation is appreciated.

Sincerely,

Frank A. Stevens
Director

WASHINGTON, D.C. 20208